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ABSTRACT

Enrollees (aged 16-21) at Crowley's Ridge Vocational Technical School (Forrest City, Arkansas) had trouble mastering the vocational curriculum because they lacked academic skills in reading, mathematics, and language. Through research, it was determined that a Learning Resource Center could be the instructional tool that would remedy the academic problems of enrollees and provide an opportunity for them to receive training in employability skills also. The Learning Resource Center that was developed uses the Individualized Manpower Training System (IMTS) to diagnose specific educational deficiencies, to identify occupational goals through exploratory experiences and goal-setting activities, to detect undesirable behaviors that lead to loss of jobs, and to provide individualized instruction to remedy skills, knowledge, and attitude deficiencies. After 7 months 47 percent of the students who participated in Learning Center activities showed an average grade level increase of 1.7. Therefore, it was determined that use of the IMTS has been effective as a viable alternative to the conventional method used to assess students' academic deficiencies, develop individualized prescriptive plans, and provide appropriate instructional learning experiences to accomplish vocational objectives. An evaluation of the Learning Resource Center program showed that it is equipped to handle remedial instruction up through the eighth grade level. Plans have been made to expand the Center to meet the needs of higher level students who wish to continue their education. (KC)

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A Model Learning Resource Center

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FINAL REPORT

Conducted By

Crowley's Ridge Vocational Technical School
Interstate 40 at Newcastle Road
Forrest City, Arkansas 72335

Prepared By Special Needs Program
March 1982

CE 032811

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Statement of Needs

The philosophy of Crowley's Ridge Vocational-Technical School is to meet the training needs of individuals as well as business and industry. With this thought uppermost in mind, the school endeavors to offer a variety of programs which encompass the needs and requirements of both.

A survey of instructional procedures, equipment and materials revealed that many individuals were experiencing a great deal of difficulty comprehending the material offered in the vocational areas. To remedy this situation, it was felt that a course in related instruction for mathematics would greatly improve the comprehension levels of students. However, a later survey revealed that a vast number of students could not comprehend instructional materials because they lacked academic skills in reading, mathematics and language. It was surmised that, in order for Crowley's Ridge Vocational-Technical School to be able to continue turning out "Top-Notch" graduates, a program to provide instruction in the basic skills of reading, mathematics and language would have to be interjected into the school's curriculum. Looking at the problem indepth, a survey was made of local businesses and industries in an effort to identify problems former graduates encountered while seeking employment after graduation. It was found that they lacked skills in employability as well as the ability to comprehend.

To alleviate the problem of academic deficiencies, Crowley's Ridge Vocational-Technical School instituted the General Adult Education Program (GED). This program has provided an opportunity for many individuals to acquire a high school equivalency certificate. However, this program served little or no purpose toward alleviating the academic problems of fulltime students currently receiving vocational instruction at Crowley's Ridge Vocational-Technical School.

A program to provide Employability Skills was interjected into the school's vocational curriculum. This program proved successful in teaching participants the correct procedures to take when completing job applications, being interviewed and in keeping a job.

In an effort to reduce the high school dropout rate, the Identification, Assessment and Prescription Program became operational through Crowley's Ridge Vocational-Technical School. Since it is realized that not all individuals are college oriented, the Identification, Assessment and Prescription Program served to provide high school students with instruction that would help them become more interested in their school work by relating it to a specific vocational area of interest. For those students interested in a specific vocational area, the program provides them an opportunity to apply their high school studies to that vocational area. The Identification, Assessment and Prescription Program has been successful in that it provides students an opportunity to realize whether or not they are college oriented, or if they would prefer to work toward a specific vocation. The program also lets the students realize that, if they are not financially able to attend college, there is an alternate course of study available.

Once it was realized that there were still a great number of high school dropouts, it was determined that a program should be developed that would provide instruction to young people between the ages of 16 and 21 years covering the basic academic and employability skills. The Phase 36 Program became operational and provided an opportunity for the youth in the school's service area to get their high school diploma and learn survival skills which are needed to function in society effectively.

Further, the survey of local businesses and industries revealed that there was a need for skilled workers in the Machine Shop Trades. The Mobile Machine Shop Training Unit became operational and the program's mobile unit travels from school to school providing instruction in Machine Shop Technology for six week periods at each school visited. This program allows the students an opportunity to realize whether or not they are interested in pursuing a career in the Machine Shop Trades or in some other vocational area of study. The Mobile Machine Shop Training Unit also provides extension classes for local industry and business by teaching updated techniques in Machine Shop Technology to currently employed individuals.

These special programs have been instrumental, but have not alleviated the academic problems enrollees at Crowley's Ridge Vocational-Technical School encounter when they enter the vocational training area chosen.

Through further research, it was determined that a Learning Resource Center could possibly be just the instructional tool that would remedy the academic problems of enrollees, and it would provide an opportunity for the enrollees to receive training in Employability Skills also. It was determined that Learning Resource Center instruction could easily be incorporated into the curriculum with the least amount of disturbance to the student's vocational studies. It was determined that the reason the majority of students drop out of high school is because they are unable to keep up with their studies under the standardized instructional methods used in the public school system. Therefore, a self-paced form of instruction would have to be used as a form of study in the Learning Resource Center. The form of instruction used would have to provide the participants with privacy in an effort to eliminate "peer pressure" which, also, was found to be a contributing factor for dropouts.

In order for a Learning Resource Center Program to be successful, a means to identify academic deficiencies of enrollees prior to their enrollment in a vocational study area would have to be developed. It had long been a requirement that all enrollees be administered the General Aptitude Test Battery (GATB), but this form of testing was not sufficient to show where the individual's weak or strong academic areas were. After extensive research of remedial programs utilized by various schools, Crowley's Ridge Vocational-Technical School's Special Needs Program staff proposed that the school try to adapt and implement a program that would provide a comprehensive pre-test before occupational exploratory activities were approached. It was determined that it would be more feasible to utilize the Individualized Manpower Training System to effect the results desired.

PURPOSE AND OBJECTIVE OF THE PROGRAM

The purpose of the Learning Resource Center Program is to initiate a system that will assist students with special needs to achieve, through a planned and escalating patterned instructional program, the basic academic skills needed to comprehend their chosen vocational study areas and to acquire the employability skills required to seek, obtain, and keep a job. More specifically, the program would assess students' needs, develop individualized prescriptions, and provide appropriate instructional experiences for the students to accomplish their vocational objectives.

FACILITIES AND STAFF

The size of the building will be 32 feet by 48 feet (1,536 square feet). This is ample space for students in the unit during any one hour period. The building will be air conditioned and insulated (ceilings and walls), to conserve energy and reduce outside noise. The doors, walls, and other facilities will comply with Section 504 of the Handicap Guidelines to accomodate physically handicapped students.

There will be three staff members in the Learning Resource Center, two Learning Managers and one secretary. The program's coordinator, the Assistant Director of Special Programs and Instruction, is the person designated responsible for setting up the program for daily operation after admission of students. Duties of the Learning Managers are to provide every service possible to students that will effect learning in the most feasible and effective manner. The practical ability of the Learning Managers to do this will vary with the number of students participating in the program during any one hour period. It is essential to the success of the program that the Learning Managers maintain personal contact with students and materials . The coordinator of the program will make regular tours of the vocational training areas to assure that trainees are being given an overview of each vocation and have had an opportunity to talk with students in each program.

Material on occupational information is descriptive of the occupational opportunities available to trainees. Instructional modules are used to disseminate information about tasks that are typical of various occupations and should be kept available to interested trainees.

The Learning Managers will interpret, score, and prepare profiles on each trainee. In order to be assured that the Learning Resource Center's materials are kept up to date, it is the responsibility of the coordinator to keep informed on materials used in the library by staff and students. The program coordinator will keep administration and school staff advised of the center's operation.

The Learning Managers are expected to schedule the pattern of a trainee's intake so that the trainee completes the introductory portion of individual and group activities as well as interviews. The trainee should be oriented and urged to ask questions following a slide or tape presentation. The trainee is also given copies of the school's student handbook which contains rules and regulations. The Personal Data Form is used and completed in an effort to conduct an Exploratory Interview. A conduct and goal setting program is provided by having the students complete the* AIMS Program in which the trainee specifies individual goals. Prescriptions are reviewed against the trainee's goals and then discussed with the trainee. The trainee can then describe the program and use of the plotter. The program for reviewing the trainee's progress enables problem cases to be detected at an early stage of development. The program should provide time for routine discussion between the trainee and the Learning Managers.

The Learning Managers are generalists, that is, they manage students in all component areas of the program. Each Learning Manager must be able to manage and tutor in Developmental Education (reading, arithmetic, and language), Complimentary Skills, Employability Behavior, Basic Hand Tools and Materials, and the Occupational Exploratory Program. The Learning Managers should be

*Analysis of Individualized Modular Study

sufficiently knowledgable about all tools and equipment being utilized in the program. The Learning Managers must be aware that the Learning Resource Center's Individualized Manpower Training System Program is concerned with basic education skills and life-coping skills up through the 12th grade level as measured by the Test of Adult Basic Education (TABE).

In the normal implementation of the Learning Resource Center, the Learning Managers should become thoroughly familiar with tests and instructional materials. They must have a full range of basic education and life coping skills from kindergarten through 12th grade, and must be able to provide students with every element available in the program.

The secretary of the Learning Resource Center's Individualized Manpower Training System Program (IMTS) must be able to perform the duties required of a secretary such as grading tests, providing instruction to students when necessary and answering questions for students.

The Learning Resource Center's Individualized Manpower Training System Program is an inseperable part of the school's vocational instructional program. This program is designed to provide vocational training for disadvantaged persons, provide occupational skills with occupational proficiency, and enable academically deficient persons to broaden their comprehension levels to meet their needs in society.

Personnel of the Learning Resource Center must realize the purposes of the Learning Resource Center Program and the benefits that can be realized. These individuals must have creativity, sensitivity, and flexibility.

STUDENT TIME IN THE LEARNING RESOURCE CENTER

It was learned early in the school's vocational programs that there were many individuals who were academically deficient. The reasons for this varied, some being getting too old, being humiliated by their peers, and not being able to keep up in the classroom. The instructors in conventional

classroom settings do not have an opportunity to work with students on a one-on-one basis. The same problems had to be faced when enrolling in the vocational-technical school. Instructors there had workloads that did not permit them to work with these individuals in a one-on-one basis either. Again, these individuals were forced to drop out of school because they were unable to keep up with their classroom activities and were unable to comprehend the instructional material.

In developing the Learning Resource Center Program at Crowley's Ridge Vocational-Technical School, the goal uppermost in mind was to provide a service to students enrolled in classes at the school, lessen the dropout rate and enable the students to be able to comprehend in the classroom and work related situations once they became a part of the employed work force. It also had to be determined how long the students would be required to stay in the Learning Resource Center each day in order to acquire the knowledge needed to accomplish their goals.

A program curriculum had to be developed whereby the students would be able to continue in the vocational program enrolled in and work in the Learning Resource Center at the same time. Therefore, it was decided that one hour per day should be devoted to the Learning Resource Center by each student. With proper management, the student could acquire a sufficient amount of knowledge whereby they could be prepared academically as well as vocationally upon completion of their chosen vocational program of study.

A well managed Learning Resource Center is an intensive experience for the students. Studies show that after an extensive period of time comprehension of learned material decreases; therefore, adaptation of the Individualized Manpower Training System Program into the current curriculum is expected to develop many successful graduates.

ENVIRONMENT

Every effort was made to eliminate distractions. However, little can be done about outside noises that filter in from time to time. Careful placement of furnishings was made in an effort to minimize distractions between students. The building is afforded with air conditioning and heat facilities. Study carrels are provided for further privacy. Students are not allowed to take modular learning materials from the Learning Resource Center. At the end of each study period, the materials are returned to the Learning Managers for use by the students utilizing the facilities during the next period.

TECHNICAL ASSISTANCE

During the formulation period, all efforts were expended to get the Learning Resource Center operational for the 1980-81 school term. Arrangements were made with the following agencies and personnel to provide the necessary technical assistance needed to properly structure the program.

Mr. John Phillips	University of West Florida Pensacola, Florida
Mr. Jennings	Beardsley Consultants, Inc. Little Rock, Arkansas
Dr. James Barge	Director of Special Programs Florida Department of Education Tallahassee, Florida

Technical assistance rendered by the aforementioned persons and organizations provided on-site reviews and observations. Recommendations were made in accordance with guidelines to implement the Individualized Manpower Training Program and to aid academically disadvantaged students. The information and knowledge gained from the technical assistance was intended to contribute to

the mission of Crowley's Ridge Vocational-Technical School to provide quality vocational education to students in the service area, and at the same time, aid in establishing an exemplary program that would serve as a model for the State of Arkansas.

The reviews brought out several commendable aspects of the program at Crowley's Ridge Vocational Technical School, of which four were chosen as deserving special mention since each had implications in implementing a model program statewide.

1. The staffing of the program appeared to be adequate for management of the projected number of student stations occupied at any given time. It was assumed from the space allocated to the center that the instructor/student ratio would not exceed 1:15 with the assistance of a para-professional. The staff members appeared to have personal commitments and professional qualifications to fully implement the program according to guidelines.

2. The involvement of the Advisory Committee for Special Needs Programs in planning and implementing the program gave it an added dimension. Advisory Committee members should be commended for their support of the program which is tied to the school and community in an effort to pursue a common concern, i.e. the quality of education for its citizens.

3. Administrative support was evidenced through involvement in the technical review for implementing the program. This indicated a commitment to provide leadership during the development of the program on an exemplary basis.

4. The State Department of Education (Arkansas) demonstrated concern and commitment to programs serving disadvantaged persons through on-site visitations with staff members of the Individualized Manpower Training System Program in the State of Florida. Acquisition of information, request for technical assistance, and continuous involvement during implementation of the program was demonstrated.

Implementation of the Individualized Manpower Training System (IMTS) requires systematic procedures at administrative levels. The procedures require a fair knowledge of the purposes and methods of the Individualized Manpower Training System. Those purposes are as follows:

1. Educational
   To diagnose specific educational deficiencies which impair the abilities of students to participate in vocational programs.
   To remediate academic deficiencies through individualized instruction using relevant instructional materials organized into modules to accomplish pre-determined objectives.

2. Occupational
   To enable students to identify and/or confirm goals through exploratory experiences and goal setting activities. Diagnose skills, knowledge, and attitudes which are pre-requisites in vocational training and remediating them through individualized instruction through use of individualized self-paced instructional materials encompassing a broad cluster of occupational areas.

3. Employability Behavior
   To detect behavior patterns which tend to get people fired. Remediating undesirable behaviors by involving students in experiences which allow them to exhibit desirable behaviors through self-management techniques.

4. Complementary

Provide individualized instruction in an effort to remedy skills, knowledge, and attitude deficiencies which would deny students the benefit of employment, the social system, and job opportunities.

INSTRUCTIONAL METHODOLOGY AND RATIONALE

The Individualized Manpower Training System methodology encompasses an individualized learning system consisting of Diagnosis, Prescription, Management, and Evaluation.

Diagnosis

Determine the students' needs in a way that prescribed instruction specific to the individual student's needs can be provided while skipping any instruction which is not needed.

Prescribe

Matching instructional modules to specific needs of individual students needs that have been determined during the diagnosis and sequencing of modules and learning activities so that the students have the entry level skills necessary.

Manage

Monitoring students' progress and motivate students through learning activities. If the instructional materials are deficient or problems are encountered, they will be noted at this point of the instructional process.

Evaluate

Testing students to determine whether the students have learned what the instructionsl materials were designed to teach. Testing to determine whether the needs determined during the diagnosis have been met.

Learning Resource Center personnel utilizes the Individualized Manpower Training System concept to administer the Test of Adult Basic Education (TABE), to determine the students' needs in such a way that the prescription can be made using the Modular Analysis of Learning Difficulty form on the reverse side of the SCOREZE answer sheet. Prescriptions are prepared for the students based on information derived without benefit of a Modular Analysis of Learning Difficulty (MALD). This process is effected through use of the Individualized Manpower Training System Prescribing Catalog.

RECOMMENDATIONS

Learning Resource Center staff should be involved in an intensive in-service staff development program designed to increase their competencies in implementing the Individualized Manpower Training System Program and enable disadvantaged persons to succeed in their chosen areas of vocational education.

ACQUISITION OF INSTRUCTIONAL MATERIALS AND RATIONALE

Instructional materials were purchased using the Individualized Manpower Training System Establishing Catalog. Selection of materials was based on observations made during the on-site visit to Florida. The materials that were selected are appropriate for the Individualized Manpower Training System Program. The adequacy of these materials cannot be assessed due to the number of students served at one setting varying from day to day and from time to time. The materials on hand are intended to conform with criteria used to establish the Individualized Manpower Training System Program through usage of the Establishing Catalog as a guide. Assessment of instructional materials used in the Learning Resource Center should be made a part of the in-service training for implementation of the program. Additional materials are acquired to meet and complete establishment procedures.

The Learning Resource Center established at Crowley's Ridge Vocational-Technical School offers an excellent opportunity to serve as a model Individualized Manpower Training System Program on an exemplary basis and usage as a demonstration site for such programs in the State of Arkansas. The Arkansas State Department of Education, Division of Vocational Education, offers leadership and funding support thus enabling Crowley's Ridge Vocational-Technical School to become a model program using the Individualized Manpower Training System Program as its primary concept.

PROCEDURES

This project was designed to implement a system that would assist students with special needs to achieve their vocational objectives through a planned and escalating pattern. A high percent of students enrolled in Crowley's Ridge Vocational-Technical School experienced difficulties in training due to inadequate skills in reading, arithmetic, and language, as well as job behavior. In analyzing the circumstances, it was determined that there was and is a definite need to implement a program that would provide remedial training in the basic skills and enable students to succeed in their specific occupational programs of study.

It was concluded that the Individualized Manpower Training System had great potential for meeting the needs of students at Crowley's Ridge Vocational-Technical School. The Individualized Manpower Training System's concept has been adopted by various public schools to assist students who have difficulties with basic academic skills. The system has proven to be so successful that the concept has been greatly expanded to all areas of education. The Individualized Manpower Training System is being utilized to create positive learning experiences which are expected to contrast any negative experiences an individual may have encountered during contact with other educational institutions.

Crowley's Ridge Vocational-Technical School proposed to adopt the concept and develop a model Learning Resource Center to assess students' needs, prescribe a plan of action, and provide individualized instruction for students

pursuing an education in post-secondary vocational-technical schools in Arkansas. To initiate and coordinate the project activities, two Learning Managers and a secretary were hired to manage the Learning Resource Center under the specific guidance of the Assistant Director of Special Programs and Instruction. Early in the project, arrangements were made for the administrative staff members of Crowley's Ridge Vocational-Technical School to meet with the Individualized Manpower Training System Project Administrator at the University of West Florida in Pensacola. The project administrator was very instrumental in providing information on the mechanics of the system and what would be required to get the Learning Resource Center operational.

Facilities were made available for the Learning Resource Center and necessary equipment and supplies purchased. Technical assistance from various agencies was utilized in efforts to get the Learning Resource Center operational through planning and implementation of the Individualized Manpower Training System. The technical assistance received was very instrumental in getting the center ready for operation during the 1980-81 school term.

The Learning Resource Center is an integral part of the vocational studies at Crowley's Ridge Vocational-Technical School. The role of the center is to coordinate and expand the guidance and remedial services offered to students. The General Aptitude Test Battery (GATB) has long been a required entrance test for students at Crowley's Ridge Vocational Technical School. Generally, students are processed through the Administrative Office and enrolled in the occupational training program of their choice. Some students have difficulty in choosing an occupational area of study. The Learning Resource Center's Occupational Exploratory Area is set up to assist students in the decision-making process.

Initial testing, diagnosing, interviewing, and prescriptive planning started October 1, 1980. Approximately 240 students were processed through

the center. Each individual was interviewed, a diagnosis made of the individual's academic deficiencies and a prescriptive plan written based on the diagnosis. The Learning Resource Center staff directed and evaluated the learning activities prescribed for each student. A schedule was then developed for processing students of each vocational training area. Instructors and students were made aware of the scheduled date each department was to begin testing so that plans could be made accordingly. Because the students were already enrolled in vocational training programs, this procedure greatly minimized the interference of training activities at the school.

The Test of Adult Basic Education (TABE) was utilized as the primary tool to determine academic deficiencies of students processed and the Locator Test was administered to determine at what level each student was functioning academically. The Locator Test is used to determine which phase of the Test of Adult Basic Education is to be administered to each student. There are three levels of the Test of Adult Basic Education, Level D (Difficult) for students functioning at grade levels 10.0 to 13.0; Level M (Medium) for students functioning at grade levels 6.0 to 9.0; and Level E (Easy) for students functioning below the 6th grade level. The Test of Adult Basic Education consists of three basic academic areas, reading, mathematics, and language. All pertinent information regarding a specific student was gathered during the initial interview on a Data Form. The Data Form is used to assist in assessment of the students' needs.

Students were diagnosed based on information gathered through the interview and Test of Adult Basic Education. The information was then transferred to a profile Sheet. The Modular Analysis of Learning Difficulties (MALD) was then used to identify the skill areas students had the most competency in and to identify those areas where improvement was needed. The Modular Analysis of Learning Difficulties (MALD) groups together those items to test each skill and identify criterion levels of performance. The Modular Analysis of Learning

Difficulties (MALD) also sets priorities for competencies required in sequence.

Using information gathered in the interview, Test of Adult Basic Education, and Modular Analysis of Learning Difficulties, a prescription is then written for each student using the Individualized Manpower Training System's Prescribing Catalog which provides information to match tested skill areas with a variety of instructional materials.

Management of instruction is provided by the Learning Resource Center staff who aids in facilitating learning for individual students. Once the students' strengths and weaknesses are identified, study schedules of individualized programmed modules are developed for each student. Pre-tests and post-tests are administered to prevent duplication of learning materials. When a student completes an assigned module of study, the post-test is administered. If a student attains a score of 85 percent or better, another module of study is started. However, if a student fails to attain a score of 85 percent, the same material must be studied and reviewed again and the student must be tested again on the material. This procedure is repeated until the student satisfactorily attains the 85 percent score.

Special tutoring is provided to students who are having difficulty with the programmed study material and if a student fails to attain a score of 85 percent or better after a third attempt. However, students are encouraged to make every effort to do the work with minimal assistance from the staff of the Learning Resource Center.

Instructional staff in the vocational training areas are provided with the test results on each student and during the period of time students are participating in the Learning Resource Center Program the instructors are kept aware of the progress their particular students are making and advised of any and all problems the students may encounter.

A FRYE Readability Scale was used to determine the readability levels of all textbooks used at Crowley's Ridge Vocational-Technical School in each vocational area of study. The readability levels of materials used in the vocational training areas determines when a student is expected to be able to exit from the Learning Resource Center Program. The readability levels of textbooks used at Crowley's Ridge Vocational-Technical School were as follows:

Readability Results of Textbooks Used

Vocational Training Program	Reading Level of Textbooks
Auto Mechanics	9.0
Auto Body Repair	8.5
Appliance Service	8.0
Building Trades	8.0
Business Education	8.0
Drafting	8.0
Machine Shop	8.0
Welding	8.0

The average grade level of students attending Crowley's Ridge Vocational-Technical School was approximately 5.5. This figure was derived from the Test of Adult Basic Education, however, the students' grade levels ranged from 2.5 upward. Some students grade levels were so low it was necessary to develop several progressive prescriptions to enable them to reach an exit level.

Of the 240 students processed during implementation, 157 were found to be in need of remedial training in the basic academic areas, reading, mathematics, and language. Crowley's Ridge Vocational-Technical School operates on an open-entry/open-exit policy and some students were scheduled to end their training period within a few months of the time the Learning Resource Center became operational. Because of the short period of time, those students were not required to participate in the Learning Resource Center Program. After processing and eliminations were made, 54 students were retained to participate in the Learning Resource Center Program during the 1980-81 school term.

Test results showed that these students' greatest need was in reading skills. However, many instructors felt that mathematics competencies were critical to the students' successes in vocational training programs and that emphasis should be placed on increasing the skills of the students in mathematics. It was observed that students can usually increase their skills in mathematics rather rapidly, whereas, it would take much longer to achieve adequate reading competencies.

At the close of the 1980-81 school term, 334 students had been processed through the Learning Resource Center. Fifty-eight percent of these students were identified as academically disadvantaged as shown in the following table.* An overall minimum grade level was used as the criteria for determining the academically disadvantaged.

The length of time students spend in the Learning Resource Center is based on their needs and rate of progress toward remedying those needs. Completion time varies based on the needs and abilities of the students to comprehend. The average time spent in Individualized Prescribed Learning was six months.

The Learning Resource Center is a well organized program. It is well located and administered to provide a source of information to meet the remedial needs of academic and vocational objectives of students enrolled at Crowley's Ridge Vocational-Technical School. The Individualized Manpower Training System Program is effective as a model equalizer in vocational training programs. The system provides basic remedial education and related training with emphasis on exploratory and vocational training activities. The system also serves individuals who are in need of remedial training in academic areas by establishing vocational goals for those who need guidance in selecting a course of study for training as well as for those who need pre-requisite vocational skills.

* See Disadvantaged Students by Vocational Classes on page 19

DISADVANTAGED STUDENTS BY VOCATIONAL CLASSES

1980-81 SCHOOL TERM

DEPARTMENT	STUDENTS		
	NUMBER TESTED	NUMBER DISADVAN-TAGED	PERCENTAGE DISADVANTAGED
Accounting	32	8	25%
Appliance Service	35	12	34
Auto Body	33	26	78
Auto Mechanics	52	44	84
Building Trades	31	24	77
Clerk Typing	34	23	67
Drafting	25	11	44
Machine Shop	32	22	68
Secretarial	25	7	28
Welding	35	19	54
TOTAL	334	196	58%

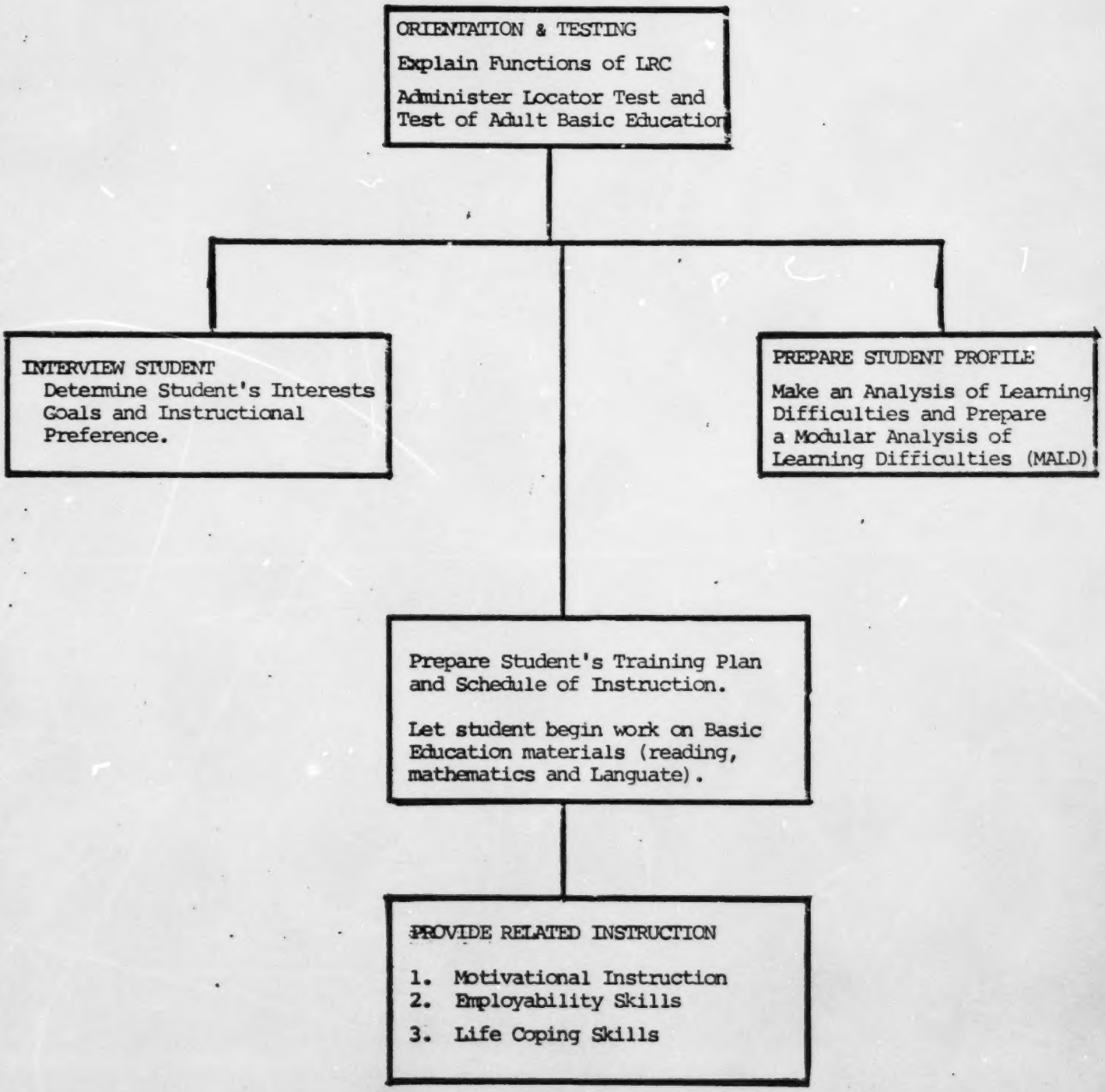
Academically Disadvantaged

58% of all students tested were identified as disadvantaged.
An overall minimum grade level was used as the criteria for determining the academically disadvantaged.

The concepts and materials utilized in this program improvement activity will become an integral part of the learning environment at Crowley's Ridge Vocational-Technical School. The Flow Chart presented on page 20 reflects the step-by-step procedures utilized by the Learning Resource Center staff to implement the Individualized Manpower Training Program's instructional process.

FLOW CHART

LEARNING RESOURCE CENTER ACTIVITIES


ORIENTATION & TESTING
Explain Functions of LRC
Administer Locator Test and Test of Adult Basic Education
INTERVIEW STUDENT
Determine Student's Interests Goals and Instructional Preference.
PREPARE STUDENT PROFILE
Make an Analysis of Learning Difficulties and Prepare a Modular Analysis of Learning Difficulties (MALD)
Prepare Student's Training Plan and Schedule of Instruction.
Let student begin work on Basic Education materials (reading, mathematics and Languate).
PROVIDE RELATED INSTRUCTION
1. Motivational Instruction
2. Employability Skills
3. Life Coping Skills

Forty-seven percent of the students who participated in the Individualized Prescriptive Learning Activities showed an average grade level increase of 1.7 and the individualized instruction enabled fifty percent of the participating students to achieve a .6 grade level increase. The gains indicated were achieved during the seven month period from October 1, 1980 through June 28, 1981. The graph shown on page 22 indicates pre-test and post-test scores derived from the Test of Adult Basic Education on students participating in the Learning Resource Center Program during the 1980-1981 school term.

Staff members and students were very receptive to activities in the Learning Resource Center. Ninety percent of the students responded favorably to the services and in addition to the prescriptive learning activities, the Learning Resource Center staff conducted meaningful learning experiences for the participating students. These learning experiences included Employability Skills, i.e. job applications, resumes, and interviews. Sixty percent of the participating students responded favorably to these activities.

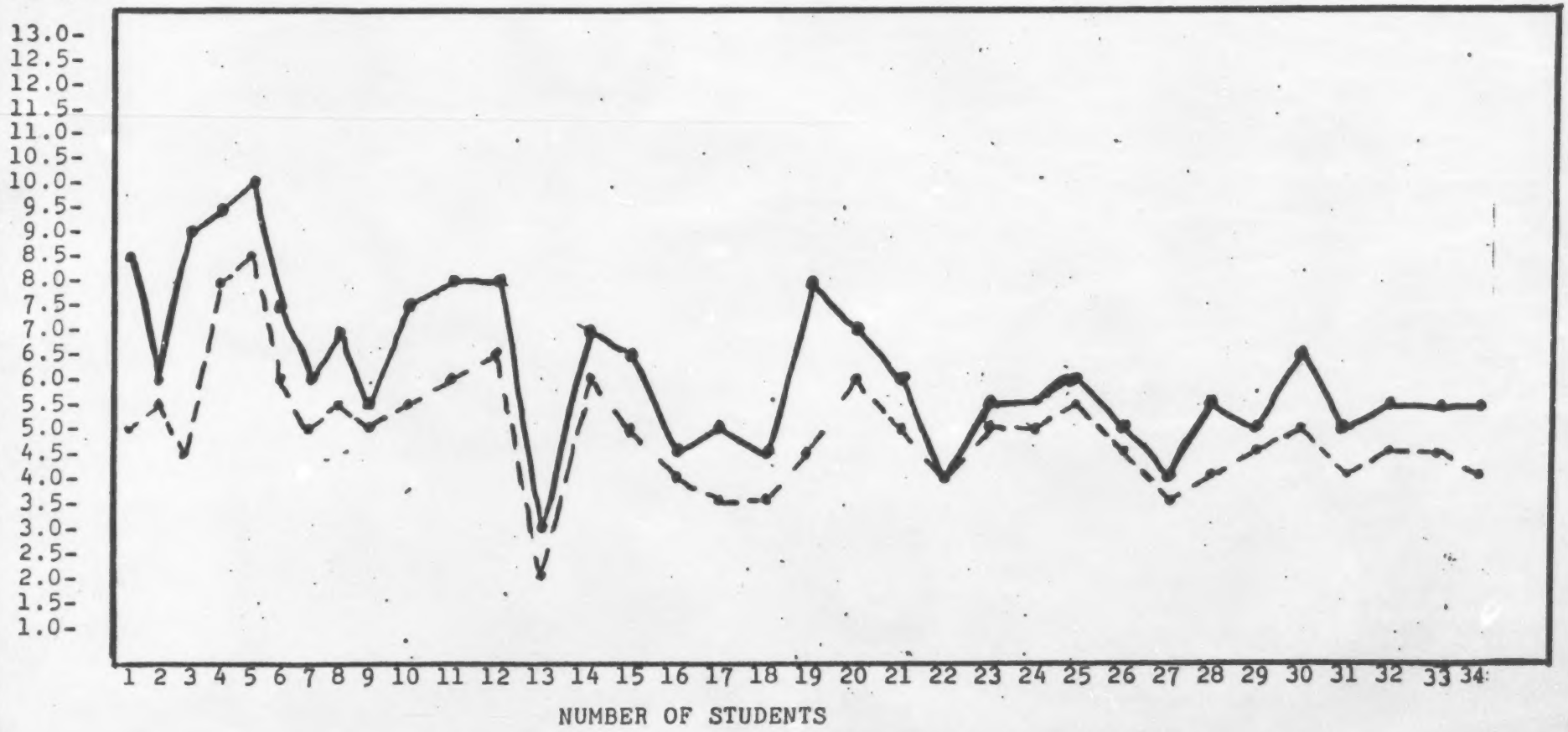
Utilization of the Individualized Manpower Training System has been effective as a viable alternative to the conventional method used to assess students' academic deficiencies, develop individualized prescriptive plans, and provide appropriate instructional learning experiences to accomplish vocational objectives. Rather than a destination or end product of the educational process, individualization is a technique that recognizes the differences in learning behaviors of individuals and focuses on individuals who have not responded to conventional and educational training methods. Individualization also seeks to accommodate individual learning rates, styles, and motivations in an effort to shift the responsibility for learning from the instructors to the students.

The aforementioned characteristics of the Individualized Manpower Training System's instructional techniques are strong factors resulting in the success of the Learning Resource Center. Students participating in the program were able to develop their skills in reading, mathematics, and language to a point where they could competently participate in the vocational training area classroom with minimum difficulty.

GRAPH

TEST OF ADULT BASIC EDUCATION

PRE-TEST SCORES (---) POST-TEST SCORES (_____)



This model Learning Resource Center Program will be fully implemented during the 1981-82 school term at Crowley's Ridge Vocational-Technical School. Beginning the second week of the school term, a timetable of events will be developed to show which day students of each vocational instructional area will be scheduled for testing. A time schedule for the testing appears on page 24. Each student will be processed through the Learning Resource Center using steps of implementation as follows:

1. Test of Adult Basic Education
   The Test of Adult Basic Education (TABE) will be administered to every student enrolling for vocational study at Crowley's Ridge Vocational-Technical School.

2. Interview
   An interview will be made with each student and the Personal Data Form will be used to gather information which is helpful in making an assessment of the students' academic needs.

3. Diagnosis
   A diagnosis will be made by the Learning Resource Center staff based on information gathered during the interview and from the results of the Test of Adult Basic Education. The Modular Analysis of Learning Difficulties (MALD) will be used to identify the skill areas the students have the most competence in as well as identify those areas where improvement is needed. The Modular Analysis of Learning Difficulties (MALD) groups together those items that test each skill and identifies the criterion level of performance. The Modular Analysis of Learning Difficulties also sets priorities for competencies required in sequence.

4. Prescriptive Plan
   Using the information gathered through the Test of Adult Basic Education, the interview, and the Modular Analysis of Learning

LEARNING RESOURCE CENTER
TESTING SCHEDULE

8/17/81 - 8/24/81

Monday: August 17, 1981

Clerk Typing——————————8:30 - 2:00
Secretarial ——————————8:30 - 2:00

TUESDAY August 18, 1981

Auto Body——————————8:30 - 2:00
Welding——————————8:30 - 2:00

WEDNESDAY: August 19, 1981

Auto Mechanics——————————8:30 - 2:00

THURSDAY: August 20, 1981

Drafting——————————8:30 - 2:00
Machine Shop——————————8:30 - 2:00

FRIDAY: August 21, 1981

Accounting——————————8:30 - 2:00
Appliance Service——————————8:30 - 2:00

MONDAY: August 24, 1981

Building Trades——————————8:30 - 2:00

Difficulties, a Prescriptive Plan will be written. To write the Prescriptive Plan, the Prescribing Catalog which provides information to match the skills will be used.

5. Management

Management of instruction is provided by the Learning Resource Center staff. The staff aids in facilitating learning for the students. When the students' strengths and weaknesses have been identified, a study schedule of individualized programmed modules will be developed through use of information gathered and the Prescribing Catalog. Pre-tests and post-tests are administered to prevent duplication of learning materials. When the students attain a score of 85 percent or better then they are allowed to advance to the next module of study following the prescriptive plan. If the students fail to attain the 85 percent score after three attempts, then tutoring services will be provided by the Learning Resource Center staff.

6. Evaluation

Evaluation of the students is a factor which weighs heavily on the determination of success in the Learning Resource Center Program. Modules of instruction have pre-tests and post-tests which provide immediate feedback on the results of tests taken by students. This experience has a positive effect on students because it shows them where their weaknesses are and provides a definite basis for improvement. The length of time students are required to spend in the Learning Resource Center is based on the needs of students and their rates of progress.

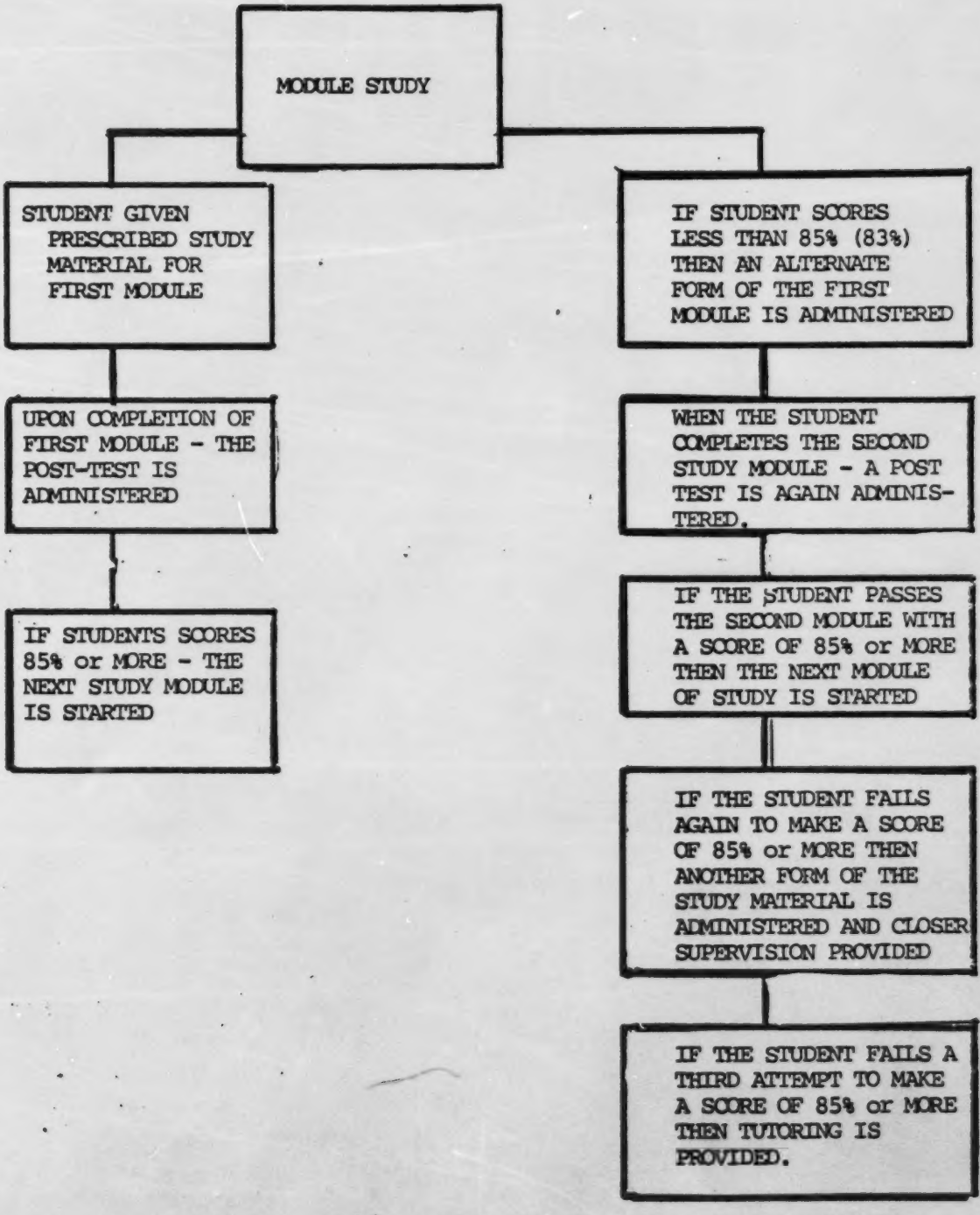
Page 27 is an illustration showing the Management Process for the Individualized Instructional Process. The steps are followed as shown in the outline.

1. Pre-test administered
2. Module of study determined from the prepared Prescriptive Plan.
3. Post-test administered upon completion of study module.
4. If students achieve an 85 percent score, they are allowed to advance to the next module of study. If the students fail to attain the 85 percent score, then the module of study must be repeated with the study material being in a different format. If, after a third attempt, the students still fail to attain the 85 percent score, the Learning Resource Center staff provides tutoring.

5. When the student completes the entire prescriptive plan of study then they are allowed to exit the Learning Resource Center Program.

EVALUATION SYSTEM

In an effort to identify the academic deficiencies of students enrolled in vocational training areas, the Test of Adult Basic Education is administered and the test results are analyzed to identify the students' strengths and weaknesses. A conference with a member of the Learning Resource Center staff is conducted with the students in an effort to gather pertinent information which is recorded on the Personal Data Form. The Modular Analysis of Learning Difficulties groups together those items that test each skill and identifies the criterion level of performance the students must achieve in the chosen vocational area of study. The Modular Analysis of Learning Difficulties is further utilized to gather information pertaining to the students' personal goals and skills. The Learning Resource Center staff then endeavors to write a prescriptive plan of study using the information gathered through the Personal Data Form, the Test of Adult Basic Education, and the Modular Analysis of Learning Difficulties. Prescriptive Plans are written on each student deemed to be in need of remedial academic instruction.


MODULE STUDY
STUDENT GIVEN PRESCRIBED STUDY MATERIAL FOR FIRST MODULE
UPON COMPLETION OF FIRST MODULE - THE POST-TEST IS ADMINISTERED
IF STUDENTS SCORES 85% or MORE - THE NEXT STUDY MODULE IS STARTED
IF STUDENT SCORES LESS THAN 85% (83%) THEN AN ALTERNATE FORM OF THE FIRST MODULE IS ADMINISTERED
WHEN THE STUDENT COMPLETES THE SECOND STUDY MODULE - A POST TEST IS AGAIN ADMINISTERED.
IF THE STUDENT PASSES THE SECOND MODULE WITH A SCORE OF 85% or MORE THEN THE NEXT MODULE OF STUDY IS STARTED
IF THE STUDENT FAILS AGAIN TO MAKE A SCORE OF 85% or MORE THEN ANOTHER FORM OF THE STUDY MATERIAL IS ADMINISTERED AND CLOSER SUPERVISION PROVIDED
IF THE STUDENT FAILS A THIRD ATTEMPT TO MAKE A SCORE OF 85% or MORE THEN TUTORING IS PROVIDED.

The Learning Resource Center staff supervises the learning process during the period of time students are enrolled for participation in the program. Students are made aware of the many facets of life that will be encountered in some way when they enter the role of employee in a work force situation. The staff also endeavors to work closely with the students but still maintain the ability to let each student work independently. The students are encouraged to put forth their best efforts.

Students must attain a score of 85 percent or better on the post-test before they are allowed to proceed on to the next module of study prescribed in the Prescriptive Plan. If the student does not attain the 85 percent score, then the module must be reviewed again with the instructional material being somewhat different but on the same level as the previous model. If the student fails to attain the 85 percent score on a third attempt, then the staff provides tutoring in an effort to aid the student in comprehension of the material being studied. These procedures are followed throughout the students' participation time in the Learning Resource Center. When the students complete the Prescriptive Plans of study they are then exited from the Learning Resource Center Program and allowed to return to their chosen vocational areas of study on a full time basis.

Students enrolled for participation in the Learning Resource Center are encouraged to work and succeed on their own merit. It is realized that their academic deficiencies and inabilities to keep up with their peers in the conventional school system's instructional program was the major factor that facilitated them dropping out of school. The Learning Resource Center staff endeavors to keep each student's academic progress strictly confidential. Only the staff and the specific student know the results of their effort.

It is hoped that the Learning Resource Center's Individualized Manpower Training System will encourage more students to remain in school once they have enrolled. Every resource possible is used to encourage the students to realize their own worthiness to themselves and to society. The Learning Resource Center Program staff encourages students to go as far as they can

with their education once they have completed their vocational study programs at Crowley's Ridge Vocational-Technical School.

General observations made of former students and graduates of Crowley's Ridge Vocational-Technical School show that once many students have learned they have learning potential, many of them have gone on to the local community college for further education. Surveys made of students who attended and were graduated from Crowley's Ridge Vocational-Technical School prior to implementation of the Learning Resource Center revealed that although the students had been graduated from specific vocational training areas they had academic deficiencies which prevented them from being able to effectively function in work related situations. These academic deficiencies often contributed to loss of employment for the trainees.

The General Aptitude Test Battery (GATB) was found to be deficient for identifying participants academic weaknesses. In order to find a solution to the problem and more effectively serve the people who enrolled for vocational training at Crowley's Ridge Vocational-Technical School, efforts were made to find a program which could be implemented as a part of the vocational training program or their remedial academic instructional program. Of the sources surveyed, it was felt that the Individualized Manpower Training System being used by the University of West Florida's Learning Resource Center would be the best possible solution. A proposal was written by the Special Needs Program's staff in an effort to gain funds needed to implement such a program. Funding was acquired and arrangements made for the staff to make a trip to the University of West Florida to further gather information needed to get a Learning Resource Center in operation.

Procedures were taken in July, 1980 to hire the program's instructors. One instructor was hired and with the Assistant Director of Special Needs Programs, the instructor made the trip to Florida to gather information on what would be needed to set up a Learning Resource Center Program. The

information gathered was very instrumental. When this information was acquired, steps were taken to purchase the required equipment and supplies. When the supplies and equipment had been purchased and delivered, arrangements were made to hire the secretary for this program so that proper coordination could be attained. Technical assistance was received from various sources and the Learning Resource Center Program became operational October 1, 1980.

Approximately 97 percent of the students participating in the Learning Resource Center's Individualized Manpower Training System Program showed grade level increases. Approximately 47 percent showed considerable improvement over the period of time from October 1, 1980 through June 28, 1981, a seven month period of time.

Providing instructional components which are designed to alleviate academic deficiencies of students enrolled in vocational training areas at Crowley's Ridge Vocational-Technical School is the primary function of the Learning Resource Center. Participants receive instruction in the basic skills of reading, mathematics, and language using individualized programmed instruction techniques. There is complete privacy regarding students' rates of progress, thereby, providing encouragement for the students to continue to improve in their vocational study areas. The Learning Resource Center's ultimate goal is to aid in decreasing the dropout rate of students at Crowley's Ridge Vocational-Technical School. A ramdon survey showed that the Learning Resource Center Program was instrumental in decreasing the dropout rate and in encouraging the students to continue in their chosen vocational areas of study. The students participating in the program were able to increase their grade levels as much as four steps during the seven months the program was operational during the 1980-81 school term. It was also noted that the students who drop out now at Crowley's Ridge Vocational-Technical School have dropped out for reasons other than their inability to comprehend the instructional materials.

The Occupational Exploratory, Complimentary Skills, and Employability Behavior Skills components of the Learning Resource Center Program has not been fully implemented due to a delay in building construction that will allow more room for the Learning Resource Center to expand. It is planned that during the 1982-83 school term the Learning Resource Center's Individualized Manpower Training System will be complete with all phases of the program in operation. The proposed expansion will give students an opportunity to explore and be certain about their vocational choices.

The Complimentary Skills and Employability Behavior Skills components of the program are provided in conjunction with the Employability Skills Program and the Phase 36 Program now in operation at Crowley's Ridge Vocational-Technical School. These programs offer instruction in these areas are CETA based. It is planned that these areas will be implemented into the Learning Resource Center Program at a later date.

CONCLUSIONS

An evaluation of the Learning Resource Center Program showed that it is equipped to handle remedial instruction up through the 8th grade level. Higher grade levels can be attained, however, the current goal is to provide remedial instruction on a level that students will be able to adequately function in the vocational classroom setting and comprehend the information that is required. The Learning Resource Center staff strives to provide quality educational materials and instruction techniques that will benefit the students. Feedback from students and instructors has been favorable and it is expected that during the second year of operation students will show much more enthusiasm for the program and the dropout rate will be much lower.

Plans have been made to expand the Learning Resource Center as the need arises as the program was developed to meet the academic needs of students enrolled in vocational study areas. It is believed that the program

succeeded in its goal during its first year of operation. It is hoped that with the success of the Learning Resource Center Program at Crowley's Ridge Vocational-Technical School, other vocational-technical schools will be able to implement and utilize such a program.

The Learning Resource Center Program, as expected, increased the quality of graduates in that the students were able to comprehend and communicate better in their encounters with the public and efforts to gain employment when their training was completed. In many instances, the students came to feel better about themselves as worthwhile individuals.

RECOMMENDATIONS

Since the Learning Resource Center is currently equipped to provide instruction through the 8th grade level, and because it is the aim of the school to further expand the Learning Resource Center at a future date, it is recommended that steps be taken to expand the Learning Resource Center whereby it will be equipped to provide information to those students who wish to further their education.

It is hoped that the expanded facilities will afford students an opportunity to obtain additional information and/or instruction that may be necessary to better their lives, their abilities, and their feelings of self-worth once they enter employment situations and in their encounters with the public.

As the Learning Resource Center gradually expands to accommodate the flow of students, it will also expand to accommodate future requirements of students by providing them an opportunity to explore and learn more about the vast opportunities provided in specific fields of study.